

teacher | librarian

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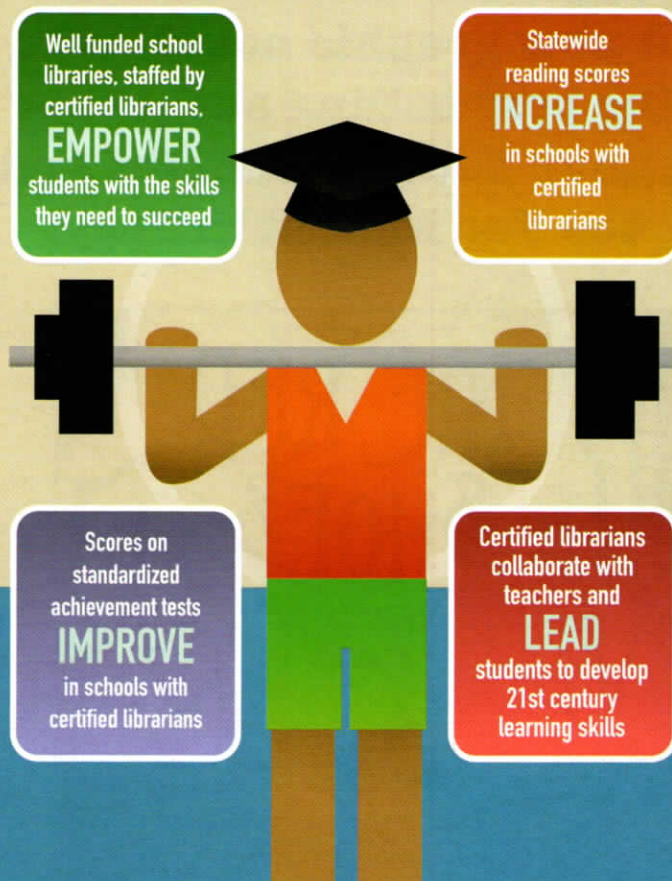
Debra Kachel

**School Library Impact
Learning Commons
Collaboration
Coteaching
Advocacy**

SOUTH CAROLINA SCHOOL LIBRARIANS

MAKE SCHOOLS STRONGER

The SC School Library Impact study conducted by RSL Research Group reveals that SC school librarians positively impact student performance in South Carolina schools



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EVERYBODY'S TEACHER: ADMINISTRATORS' AND TEACHERS' PERCEPTIONS OF SCHOOL LIBRARIANS FINDINGS FROM THE SOUTH CAROLINA ASSOCIATION OF SCHOOL LIBRARIANS IMPACT STUDY

Karen Gavigan and Keith Curry Lance provide the findings of Phase Two of the 2014 study on the impact of school libraries and librarians in South Carolina. The article presents views of 273 administrators and 917 teachers who responded to surveys done as part of the study. Among other findings, the article describes administrators' and teachers' perceptions of the school librarian's role in collaborative teaching and leadership activities.

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FROM LIBRARY TO LEARNING COMMONS: OUR CRESCENT HEIGHTS HIGH SCHOOL EXPERIENCE

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REPURPOSING FOR THE FUTURE: A LIBRARY STORY

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WASHINGTON STATE SCHOOL LIBRARY IMPACT STUDY: THE BACKSTORY, HOW SCHOOL LIBRARY IMPACT STUDIES HAPPEN

Christie Kaaland and Craig Seasholes, two of the principals involved in the Washington State School Library Impact Study, present a fascinating look at the conception, planning, and execution of a state library impact study. Interspersed in the history of the study are interesting insights into advocacy and lobbying. The authors provide much information with many different uses.

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USING RESEARCH IN TALKING POINTS AND ELEVATOR SPEECHES

Debra Kachel provides a good lesson in informal advocacy, often the most effective. You never know when you will meet a school board member in the checkout lane of a grocery store or the PTA president at a soccer game. That may be your opportunity to share a compelling talking point or an elevator speech about why students need strong school library programs with certified staff. Kachel shows us how to do it.

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NOTEBOOK



Treasure Mountain Streamed Live!

David V. Loertscher and Elizabeth "Betty" Marcoux

An upcoming event will stimulate much thought and discussion on how to change from the "traditional" mechanics of the school library to that of the forward-thinking Learning Commons concepts. It is David Loertscher's professional retreat, Treasure Mountain, to be held the day before the AASL (American Association of School Librarians) conference which runs November 5- 8 in Columbus, Ohio. The articles in this issue are some of the great ideas that will be heard at this conference. For the first time, Treasure Mountain will be streamed live and available for all who wish to attend virtually. The retreat will be streamed at <https://sites.google.com/site/treasuremtresearchretreat/>.

Don't miss this important event, even if you can't attend it in person. Many of the authors of various articles in this issue will be present and speaking as will authors of articles in previous issues and many leaders of the profession.

In order to legitimize much of what is said, the lead article in this issue is the Phase 2 findings provided by Gavigan and Lance. While the study was done in South Carolina, its findings resonate with all school libraries and schools. Consider what it shows us about the perceptions of the teacher librarian in schools. Mueller offers a first-hand account of how she transitioned a traditional school library to a Learning Commons in Canada. This article offers significant information about how to create both a physical and virtual Learning Commons. Murray, an elementary teacher, shows us in her article what the Learning Commons means to her, her classroom, her school, her students. She talks about the issue of collaboration between a classroom teacher and the teacher librarian. Wolfe and Reuling take this work even further with an article that follows about how the collaboration between a classroom teacher and the teacher librarian move their "traditional" school library to something relevant and exciting to learning.

The Kaaland/Seasholes article is another significant study—conducted in Washington State—about the value of the teacher librarian. This article presents information about its value, and how to use it with advocacy work as well as lobbying. Washington has taken this to heart – they take this information forward to establish how meaningful a school library and its professional can be in the learning life of a student. Kachel notes the importance

of informal advocacy and how we can engage in it by being prepared for serendipitous encounters.

The professional reading that Loertscher and Marcoux offer is full of information that will help you move your facility forward toward more engagement and enthusiasm for its value. Don't miss these valuable resources. Lamb looks at applications and websites that promote student learning.

The What Works column by Loertscher presents an interesting idea about creating a "virtual" makerspace for students who will command their learning. Dr. Loertscher is applying this idea to his graduate student work and reports that results from the concept are already taking form and creating excitement. His column reports that the virtual makerspace honors

the concepts of consumption as well as creation of knowledge, leading us into a new world of inquiry that goes way beyond traditional report making.

The Brain Trust is by Fran Kompar, a known author to readers of *Teacher Librarian*. In her column, she explains how to take the concepts of the Learning Commons and make it a true reality, with information about how she managed to accomplish this in her particular setting. A not to miss column.

A note to consider: There are few schools that don't still adhere to the states' projects – they often couch this work in various ways. Lamb and Johnson inject new life into this project by taking us to interesting and valuable online resources that can be used to inform students. Take a look – you may find something you can use.

The School Library Tech Ideas column by Marcoux is about distinguishing what makes a Library Commons different from a "traditional" school library, and leads readers to think about various applications, technology, and ideas that build collaboration. She asks you to think about the Learning Commons as a "learning laboratory."

The various additional columns offer suggestions that will help put together a firm and valuable resource collection, full of ideas and information, all helping students learn.

We think you will enjoy reading this issue. It is full of ideas that may complement what you are doing already. Be it a small or a large step, you can decide what might work for you.

WRITE FOR *TEACHER LIBRARIAN*!

The editors of *Teacher Librarian* welcome original articles on any aspect of school library services for children and young adults that will contribute to excellence in programs and improved support for their delivery. We are committed to collaborative partnerships for improved student learning and encourage the submission of thought-provoking and informative feature articles. We invite content that offers strategies for effective advocacy, and critical analysis of management and programing issues.

We invite you to share your knowledge, expertise, fresh ideas, or research with the *Teacher-Librarian* readership. We encourage articles from practitioners, school administrators, and library educators. Submissions will be considered for publication only if they have not been published previously and they are not under active consideration by another journal.

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